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ABSTRACT

Studies of the Plans of high school students and the characteristics of first-time freshmen can reveal trends in community college enrollments that should be considered in marketing. Studies at Johnson County Community College (JCCC) reveal the continued importance of meeting the needs of the 18 to 20 year old student who is still strongly represented among full-time students and among the group that attended another college the previous year. One such study surveyed 2,000 high school students in the JCCC service area as to their goals, plans, and reasons for selecting a given college. National trends, such as those pointed to in the freshmen surveys conducted by the American Council on Education and the report of the National Center for Educational Statistics are also important to marketing. Trends have emerged in percentages of males and females, percentages of part-time students, reasons for attending college and for selecting a specific college, anticipation of success, educational objectives, and social values. Another concern of many colleges is the non-returning student. Studies in this area have focused on reasons for not returning and student characteristics. An additional variable to be considered is student intent. A JCCC study compared the number of students who intended to graduate with total enrollments and total graduates. An appendix presents survey results. (AYC)

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USING RESEARCH AND PLANNING IN MARKETING AT TWO YEAR COLLEGES

ANALYZING ENROLLMENT TRENDS, RETENTION OF
STUDENTS AND EDUCATIONAL NEEDS

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I. INTRODUCTION

Enrollment trends and student retention are undoubtedly going to be popular topics for discussion during the next few years. One can only scratch the surface in a short paper, but some insights can be obtained by examining the following two topics:

- High school student plans
- First-time college freshmen

II. HIGH SCHOOL STUDENT PLANS

With the increasing concern about a dwindling number of 18 year olds, you may wonder why I chose to begin this paper by examining the plans of high school students. At a paper given at The Association for Institutional Research a year ago, I expressed concern about several educational issues. One of them related to the increasing student age.

There are a number of factors influencing college enrollments which are functions of student age. Some of them will be briefly addressed in this section. Special emphasis will be given to those for which recent high school graduates show differences from the "older" students.

Student Loads by Age Group

It is worth comparing the average number of student credit hours (SCH) taken by 18 to 20 year olds in contrast to older students. At Johnson County Community College this spring, the average SCH for 18 to 20 year olds was 10.8 in contrast to 5.5 for those ages 40 to 49. Students who were ages 21 to 23 took an average of 8.7 SCH while those who were 24 to 26 took an average of 6.5 SCH. Since each student requires basic services, there are fiscal implications for a college with an increasing median student age.

I have since noted several other persons such as Horace Griffitts at Tarrant County Junior College (TCJC) in Texas raising similar concerns. He found that one-third of all full-time students at TCJC graduated from high school the previous year.

Reverse Transfer

This spring we are examining our spring students who attended college elsewhere last fall. It is again noteworthy that 66 percent of those students were ages 18 to 20. It raises the question whether high school students are being provided with sufficient meaningful information to select a college that meets their needs.

County High School Survey

To begin addressing the issue of whether high school students have unmet needs, we surveyed juniors and seniors at county high schools this year. The project is not complete, but some data are available. The data collected so far represent the opinions of about 2,000 high school students in the county.

The two goals viewed as "very important" by more than 90 percent of the students were: to choose the right job and to be successful in a job. Other goals viewed as "very important" by more than 75 percent were: to be a good parent, develop a strong set of values, and be able to understand people.

Preparation for a job was the reason that high school students most often noted as "very important" in deciding to attend college. Developing ability to get along with different kinds of people, self understanding and personal development, and gaining a general education

and appreciation of ideas are also "very important" to more than half the students currently planning to go to college.

Major reasons which are "very important" to high school students in the selection of a specific college are as follows: good career program, good variety of courses to choose from, good academic reputation, college will help develop job contacts, special programs, able to work and attend college at the same time.

III. FIRST-TIME FRESHMEN

Demographic Characteristics

According to The National Center for Education Statistics (December 1978 report), there was a 5.3 percent increase in first-time freshmen at two-year public colleges between 1977 and 1978. At private two-year colleges, however, there was a decline of 10.8 percent.

Who were these first-time freshmen? The increase occurred at the same time there was a 7.4 percent increase in part-time women students at public two-year colleges. At private two-year colleges, part-time women students increased 11.0 percent.

When the national shifts from 1976 to 1977 are compared to the shifts from 1977 to 1978, there was similarity with respect to certain variables, but there were differences. The following similarities were noted from 1976 to 1977 and from 1977 to 1978 at the public two-year colleges.

- Increase of first time freshmen (+5.8 percent in 1977 and +5.3 percent in 1978)
- Decrease of full-time men (-4.9 percent in 1977 and -7.4 percent in 1978)

- Increase of part-time women (+12.4 percent in 1977 and +7.4 percent in 1978)

For the same time period, the following differences were noted.

- Increase of full-time women (+5.9 percent) in 1977, but a decrease (-3.0 percent) in 1978.
- Increase of part-time men (+4.6 percent) in 1977, but little change (-0.4 percent) in 1978.

American Council on Education

With the many changes in our country during the last seven years, the American College Freshman survey given annually by the American Council on Education seemed an ideal source for assessing changes in college freshmen. Some selected observations from the 1971 and 1978 data for the two-year colleges are summarized below.

- The percentage of freshmen who were spring high school graduates increased from 83.8 percent to 90.2 percent.
- The top four reasons noted "very important" in attending college remain: get a better job, learn more about things, make more money and gain a general education.
- The percentage indicating that academic reputation was "very important" in selecting the specific college increased from 26.9 percent to 37.2 percent.
- There was a decline from 37.3 percent to 26.2 percent indicating they would need remedial work in mathematics.
- There was an increase from 18.9 percent to 36.7 percent indicating the chances were good they would make at least a 'B' average.
- There was a decline from 55.2 percent to 50.9 percent indicating the chances were good they would be satisfied with college.

Objectives considered to be "essential" or "very important":

	<u>1971</u>	<u>1978</u>
Authority in my field	58.6%	68.8%
Have administrative responsibility	22.2	36.0
Be involved in environmental cleanup	40.9	26.9
Develop philosophy of life	60.4	49.2
Keep up with political affairs	36.5	27.5
Be very well off financially	45.4	62.2

Agree strongly or somewhat:

	<u>1971</u>	<u>1978</u>
Abolish college grades	40.6	17.4
Adopt open admissions	47.8	39.7
Marijuana should be legalized	35.8	53.7
Discourage large families	64.3	46.1
Should abolish death penalty	53.1	31.1

Non-returning Students

Greater attention is now being given by many colleges to the non-returning student. There is not sufficient time for a complete review of the literature. However, some recent studies will be briefly mentioned.

A study by Daly and Bateman at Santa Ana College on student withdrawals found that conflict between class and work schedule was the most common reason given by students dropping a course. That study included students who had dropped only one course as well as those who totally dropped out of college. Other than work schedule, some commonly mentioned reasons for dropping classes were excessive course material, did not like instructor, did not like class, fear of undesirable grade. The Daly and Bateman study also included students who were not first time college students. They found that most students withdrawing from school did so because of work, personal or transportation reasons.

Horace Griffitts at Tarrant County Junior College found in a study of non-returning sophomores in occupational areas that conflicting job hours was the major reason given by students in "good standing." The Community College of Denver in a recent study of stopouts found that achievement of goal, transfer to another college, desire to work and scheduling problems were frequently mentioned reasons for not returning.

Our office in a study completed a couple of years ago also found that achievement of goals and work schedules were frequently cited as reasons for not returning for a second semester. Most studies, however, have not differentiated the first-time college student from the student with previous college experience.

This fall we selected a sample of our first-time entering students. Any student who had attended college elsewhere was excluded. These students will be monitored through the next few years on a limited number of variables. Some preliminary information about the changes between fall 1978 and spring 1979 may interest you.

The sample was 25 percent of the number meeting the criterion. Of the 596 students in the fall sample, 276 did not return for the spring semester. Of the 276 non-returning students, 138 had a zero grade point average while the remaining 138 had secured a variety of grade point averages. Altogether, there were 157 students who obtained a zero grade point average. Surprisingly, 19 of those 157 returned second semester.

Overall, the non-returning students had been enrolled in programs similar to the overall college enrollment. Program course registrations were used as the measure. For example, the percentage of course registrations within the accounting program for the entire college was compared to the percentage of course registrations for the non-returning students. Course registrations were used since identification of individual students is more difficult.

An age by sex distribution for the non-returning students was compared with a similar distribution for the returning students. Again there was no major difference; however, 63 percent of the students ages 18 to 20 returned in contrast to 54 percent of the total sample.

After examining the data in a number of ways, there were two variables which seemed to be differentiating the returning and non-returning students. The first was that the non-returning students had been typically enrolled in only one course. Secondly, the grade distribution for the non-returning students differed markedly from the overall grade distribution within certain programs.

All non-returning students in the sample are being interviewed by telephone to ascertain why they did not return. There are some indications that a student who enrolls for one course may need special assistance. Certain students who know what they want, may only want one specific course and do very well. They are likely among those 138 students who achieved a non-zero GPA (A, B, C or D). However, the 138 students with a zero GPA may not have been prepared for the course,

may have thought the course was something different than they got or may have some other special needs.

One challenge to colleges will be whether one course students with special needs can be identified from the overall group of students who enroll in only one course. A second challenge will be whether colleges can afford to meet those special needs.

Graduation Plans

Many colleges are finding increasing discrepancies between their freshmen enrollments and the number of graduates two years later. There are several issues, however, that must be considered in such comparisons. The first is that not all students complete the Associate of Arts degree in two years. With the growing percentage of part-time students and an average of eight semester credit hours per student, many students may need four years to complete the degree.

Because of the growing part-time enrollment, comparisons might be made between the number of graduates and the freshmen FTE enrollment for the corresponding fall enrollment. However, that comparison overlooks the fact that many students do not go to a community college for the purpose of graduation.

Suppose, however, that the percentage expressing intent to graduate was applied to the fall FTE freshmen enrollment. That number might be more realistically compared to the corresponding number of graduates. Applying data collected from JCCC student surveys to the corresponding

freshmen fall enrollments yields the following:

	<u>Fall 1973</u>	<u>Fall 1974</u>	<u>Fall 1976</u>
Freshmen FTE Enrollment	1,823	1,808	1,974
Percentage intending to graduate from JCCC	63%	61%	46%
FTE intending to graduate from JCCC	1,148	1,103	908
Number JCCC graduates two years later	524	536	430
Percentage graduates to those expressing intent to graduate	46%	49%	47%

If the preceding assumptions are accepted, then about half the JCCC students with plans to graduate do so within two years. Other students may take longer, so the percentage is likely higher. Such an analysis gives new insights into how successfully a college is meeting the needs of those who intend to graduate.

Based on the spring 1978 student survey, for every 100 FTE students entering JCCC:

- 6 Intend to transfer to a four-year college after one semester
- 17 Intend to transfer to a four-year college after one year
- 36 Intend to transfer after graduation from JCCC
- 10 Intend to graduate but not transfer
- 7 Do not intend to graduate and do not intend to transfer
- 7 Do not intend to transfer, but are not certain about graduation from JCCC
- 17 Are not certain about transfer or graduation plans

It's worth noting that about 70 percent of the JCCC graduates do transfer to a four-year college. That percentage is consistent with the data collected from students while at JCCC. Three studies have shown that about 75 percent of those planning to graduate from JCCC also plan to transfer to a four-year college. Care must be exercised,

however, not to assume transfer to a four-year college is exclusive of job placement. In general, graduates can be characterized as follows:

- 70 percent transfer but 60 percent are also working while the remaining 10 percent are only attending college.
- 26 percent are employed, but not attending college.
- 4 percent are neither employed nor attending college.

IV. SUMMARY

A few of the many variables influencing college enrollments have been briefly addressed. There are many others, but perhaps you have gotten some ideas how you might review your data.

One puzzling observation in the ACE data is the increased percentage of spring high school graduates. The method for administration of the ACE by colleges may increase the likelihood that a recent high school graduate is included in contrast to the likelihood that an older student is included. However, another possibility is that many older students may be coming to two-year colleges as sophomores or even with college degrees. The latter type of student may be seeking a limited number of courses and do very well. Yet, such students also have needs. Will community colleges meet the challenge?

An observation about the responses of high school students in our county survey and the responses of college freshmen in the fall 1978 ACE is also worth mentioning. About 70 percent of the high school students rated preparation for a better job as a "very important" reason for attending college; about 80 percent of the college freshmen gave a similar rating. Both groups seem to be giving colleges a similar message--they want job preparation. They also want information and assistance to aid them in selecting a career.

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APPENDIX

Part 1--page 13

Fall 1978 selected survey responses of 2000 high school juniors and seniors at eight suburban schools in Kansas.

Part 2--page 18

The American Freshmen: National Public Two Year College Norms for Fall 1971 and 1978.

RATINGS OF IMPORTANCE FOR SELECTED GOALS

Goals Noted as Very Important	High School							
	01	02	03	04	05	06	09	10
Choosing the right job	95.9%	97.4%	94.3%	94.7%	96.4%	94.1%	94.0%	97.2%
Being successful in a job	93.8	96.4	92.2	91.0	95.9	92.4	91.3	94.0
Being a good parent	88.1	91.2	79.7	91.0	92.9	82.2	85.0	89.0
Developing a strong set of values	79.2	80.1	70.3	76.9	80.7	71.9	73.7	74.7
Being able to understand people	84.7	75.0	74.1	65.7	79.2	72.5	74.0	80.3
Being in good physical shape	71.5	72.8	60.5	66.2	72.4	66.1	71.1	69.9
Being a good citizen	48.3	58.7	47.7	49.3	58.9	56.5	50.0	41.8
Being able to write well	46.9	49.5	44.6	35.8	51.5	50.0	50.2	43.5
Making lots of money	36.8	35.7	43.0	37.3	39.3	38.8	43.5	42.8
Appreciating art & music	25.4	32.7	30.9	20.1	24.9	40.0	34.0	36.1
Being a good speaker	30.3	30.1	30.6	24.6	41.3	32.7	32.4	41.4
Understanding politics	14.6	20.5	22.8	13.4	21.3	17.0	22.9	25.0
Understanding history	8.3	15.8	8.4	6.0	11.2	11.1	12.4	10.1

CAREER PLANNING ACTIVITIES

Question	High School							
	01	02	03	04	05	06	09	10
Plans while in high school:								
To leave before graduating	0.0%	0.0%	1.0%	0.0%	0.0%	1.2%	0.3%	0.4%
To develop job skills	12.5	18.4	11.9	20.5	21.0	18.1	10.1	8.1
To prepare for additional education or training	66.0	66.3	71.5	54.5	57.9	54.4	71.7	79.8
Not sure	21.5	15.3	15.5	25.0	21.0	26.3	17.9	11.7
Have decided type of job would like to have ten years from now:								
Yes	53.1%	56.3%	54.9%	57.5%	48.5%	59.3%	57.5%	56.8%
No	46.9	43.7	45.1	42.5	51.5	40.7	42.5	43.2
Ratings of satisfaction with help received in career planning:								
Very satisfied	4.9%	10.7%	7.2%	4.5%	3.6%	7.0%	10.1%	2.4%
Satisfied	55.9	49.5	60.5	54.1	45.2	54.7	51.9	43.1
Not satisfied	25.2	23.0	24.1	23.3	39.6	23.8	26.6	32.3
Did not received any help	14.0	16.8	8.2	18.0	11.7	14.5	11.4	22.2
Would like more information about career choices:								
Yes	79.9%	81.7%	75.4%	78.4%	80.8%	77.5%	71.3%	77.5%
No	20.1	18.3	24.6	21.6	19.2	22.5	28.7	22.5
Feel that too much emphasis is currently being placed on choosing a career while in high school:								
Yes	27.1%	19.8%	26.7%	26.1%	25.3%	20.7%	26.0%	23.4%
No	72.9	80.2	73.3	73.9	74.7	79.3	74.0	76.6
Plan to attend college either full-time or part-time:								
Yes, definitely. Right after high school	57.2%	48.2%	51.8%	29.9%	41.4%	34.9%	55.9%	71.2%
Yes, definitely. But plan to wait	10.4	13.7	14.9	13.4	7.6	14.5	13.1	11.2
Possibly will attend	26.2	18.3	17.4	29.1	25.8	23.8	19.2	12.0
No	6.2	19.8	15.9	27.6	25.3	26.7	11.7	5.6

RATING OF SELECTED REASONS FOR STUDENTS'
DECISION TO ATTEND COLLEGE

Reason Noted as Very Important	High School								ACE*
	01	02	03	04	05	06	09	10	
To prepare for a better job	73.9%	64.7%	65.4%	73.2%	69.0%	64.5%	70.5%	76.0%	79.5%
To develop ability to get along with different kinds of people	73.3	64.3	61.0	54.6	70.3	67.5	64.4	67.8	---
Self understanding & personal development	69.6	63.2	57.9	56.8	70.3	58.9	63.3	58.9	---
To gain a general education & appreciation of ideas	56.3	67.3	54.1	54.6	62.1	46.0	63.3	53.6	---
To prepare for a happy marriage & family life	48.9	45.8	37.1	37.1	47.6	42.1	44.4	39.0	---
Satisfaction of earning a degree	48.9	45.8	40.6	39.6	36.6	38.1	46.3	45.9	---
Parents want me to	14.9	18.1	20.5	24.0	11.8	11.3	15.6	18.7	27.1

*Note.--ACE data are for two year public institutions during fall 1978.

RATINGS OF SELECTED REASONS FOR SELECTION
OF SPECIFIC COLLEGE

Reason Noted as Very Important	High School								ACE*
	01	02	03	04	05	06	09	10	
Good career program	66.7%	69.1%	57.2%	67.0%	64.8%	56.1%	59.9%	58.3%	---%
Good variety of courses to choose from	68.0	66.9	57.6	59.6	66.4	52.3	56.1	57.9	---
Good academic reputation	54.3	65.5	55.6	51.6	56.0	49.5	58.1	63.8	37.2
This college will help me develop job contacts	59.2	58.5	52.7	51.6	70.2	49.5	53.4	48.8	---
College has special program I want	52.0	55.5	42.1	65.2	62.5	52.3	53.9	51.4	23.7
Able to work and attend college at the same time	49.2	48.9	32.2	54.4	56.6	63.3	47.7	36.6	---
Advice of someone who attended	54.6	42.3	41.4	49.5	46.0	41.1	42.2	45.6	12.5
Things I've read about the school	38.0	37.2	33.6	34.1	39.7	22.6	33.2	34.0	---
Near enough that I can visit home often	32.8	35.3	29.8	37.8	46.8	40.6	31.2	35.5	---
Possibility of academic scholarship for me	27.1	35.1	19.7	27.3	35.8	31.8	34.2	25.7	---
Want to live away from home	21.1	23.0	30.9	18.7	17.1	20.8	26.4	34.8	---
Social & cultural opportunities	24.4	23.0	27.0	16.9	18.3	12.3	24.3	30.2	---

*Note.--ACE data are for two year public institutions during fall 1978.

RATINGS OF SELECTED REASONS FOR SELECTION
OF SPECIFIC COLLEGE
(continued)

Reason Noted as Very Important	High School								ACE*
	01	02	03	04	05	06	09	10	
Advice of parents	30.5%	22.8%	29.6%	29.7%	24.8%	22.9%	25.3%	21.8%	---%
Availability of housing	25.8	22.4	13.8	15.7	19.2	10.5	22.7	29.4	---
Advice of friends	23.8	22.2	21.9	22.0	15.3	17.8	19.7	9.3	6.1
Low tuition	20.8	22.1	11.8	18.7	19.8	28.3	22.7	19.4	22.5
Can live at home while attending	28.1	21.9	17.1	26.1	25.6	39.3	24.9	9.1	16.0
Athletic programs	18.8	21.5	14.5	25.3	22.1	17.9	21.2	15.7	---
Advice of counselor	15.0	20.3	13.2	22.2	18.7	17.9	21.0	9.3	9.2
Possibility of athletic scholarship for me	16.5	19.7	13.2	23.6	18.7	17.1	17.1	14.0	---
Good liberal arts program	10.3	19.3	25.8	12.5	21.2	21.5	25.5	25.4	---
Good selection of evening classes	8.7	14.9	5.3	15.7	15.8	17.8	16.5	5.1	---
Wanted to attend a church related school	6.3	8.1	5.3	5.6	3.3	4.8	8.1	5.6	---
Relatives went there	17.2	6.0	11.2	13.2	6.5	11.3	13.0	13.8	---

*Note.--ACE data are for two year public institutions during fall 1978.

American Freshman
American Council On Education

Fall 1971 and 1978

Question	All Institutions		Two Year Public	
	1971	1978	1971	1978
Age by December 31				
16 or younger	0.1%	0.1%	0.0%	0.1%
17	3.4	3.3	1.9	3.2
18	74.1	75.3	65.5	70.9
19	16.0	17.2	20.5	18.4
20	2.1	1.8	3.7	2.9
21	0.7	0.6	1.3	1.1
22-25	2.3	1.0	4.3	1.7
26 or older	1.4	0.9	2.8	1.8
Racial Background				
White/Caucasian	91.4%	88.5%	91.5%	91.0%
Black/Negro/Afro-American	6.3	8.1	5.0	5.5
American Indian	0.9	0.8	1.0	0.9
Oriental	0.5	1.1	0.3	0.9
Mexican-American/Chicano	1.1	1.0	2.4	1.1
Puerto Rican-American	0.2	0.9	0.1	1.0
Other	1.2	1.7	1.3	2.1
Political Orientation				
far left	2.8%	1.8%	2.4%	2.2%
liberal	35.3	23.6	31.5	21.9
middle-the-road	46.8	57.8	51.2	62.1
conservative	14.5	16.1	14.0	13.2
far right	0.7	0.8	0.9	0.7
Average Grade in High School				
A or A+	5.7%	10.5%	1.9%	4.5%
A-	9.3	12.8	4.2	6.7
B+	17.4	20.1	11.3	16.9
B	25.0	26.4	24.9	30.0
B-	16.4	12.7	19.1	16.1
C+	15.4	10.5	22.0	14.6
C	10.1	6.8	15.5	10.5
D	0.6	0.3	1.1	0.6
Year Graduated from High School				
1971/1970	90.4%	94.1%	83.8%	90.2%
Did not graduate this year	9.6	5.9	16.2	9.9
Academic Rank in High School				
top quarter	41.8%	45.7%	21.3%	27.8%
2nd quarter	31.3	34.1	33.9	39.7
3rd quarter	23.0	18.1	37.6	28.6
lowest quarter	4.0	2.1	7.2	3.8

American Freshman
American Council On Education

Fall 1971 and 1978
(continued)

Question	All Institutions		Two Year Public	
	1971	1978	1971	1978
Marital Status				
not married	97.2%	98.8%	95.2%	97.7%
presently married	2.8	1.3	4.8	2.3
Veteran				
no	97.2%	98.7%	94.9%	98.2%
yes	2.9	1.3	5.1	1.8
Father's Education				
grammar school or less	8.8%	5.8%	11.7%	7.1%
some high school	15.8	11.4	20.6	15.4
high school graduate	30.9	28.3	35.7	35.7
postsecondary other than col.	---	4.4	---	4.8
some college	16.9	13.5	15.7	12.0
college degree	18.4	19.8	12.7	16.0
some graduate school	---	2.5	---	1.5
graduate degree	9.3	14.1	3.7	7.4
Father's Occupation				
Artist (incl. performer)	0.8%	0.8%	0.7%	0.7%
Businessman	29.7	29.6	25.9	25.3
Clergy or Religious worker	0.9	1.1	0.4	0.5
College teacher or Admin.	0.8	0.9	0.4	0.3
Doctor or Dentist	1.9	2.3	0.6	0.8
Educator (secondary)	2.2	3.3	1.7	3.0
Educator (elementary)	0.3	0.5	0.2	0.5
Engineer	7.5	9.2	6.5	9.0
Farmer or Forester	6.8	3.5	9.0	4.0
Health professional(non-MD)	1.2	1.3	1.1	1.2
Lawyer	1.2	1.4	0.5	0.6
Military career	2.0	1.8	1.4	1.0
Research scientist	0.6	0.7	0.2	0.4
Skilled worker	12.3	11.0	15.3	14.2
Semi-skilled worker	7.6	5.0	9.6	6.4
Laborer (unskilled)	3.8	3.7	4.8	4.3
unemployed	1.4	2.4	1.7	3.0
other occupation	19.0	21.6	20.0	25.0

American Freshman
American Council On Education

Fall 1971 and 1978
(continued)

Question	All Institutions		Two Year Public	
	1971	1978	1971	1978
Mother's Education				
grammar school or less	5.3%	3.7%	7.5%	4.8%
some high school	13.4	9.6	17.6	12.4
high school graduate	45.0	41.9	49.4	49.3
postsecondary other than col.	---	7.1	---	6.9
some college	17.9	14.2	14.3	10.6
college degree	15.2	15.6	9.8	11.1
some graduate school	---	2.1	---	2.0
graduate degree	3.1	5.8	1.4	3.8
Estimated Parental Income				
less than \$3,999	5.3%	4.8%	7.0%	6.1%
\$4,000 - \$5,999	6.7	3.2	8.1	3.9
\$6,000 - \$7,999	9.8	3.8	12.1	4.5
\$8,000 - \$9,999	12.6	4.5	14.7	5.6
\$10,000 - \$12,499	18.1	8.4	20.1	10.0
\$12,500 - \$14,999	14.2	9.2	13.9	10.8
\$15,000 - \$19,999	14.3	16.2	12.5	18.8
\$20,000 - \$24,999	8.1	16.3	5.9	17.3
\$25,000 - \$29,999	3.8	9.8	2.3	8.7
\$30,000 - \$34,999	2.4	7.7	1.4	5.8
\$35,000 - \$39,999	1.3	4.6	0.6	3.2
\$40,000 or more	3.4	11.3	1.3	5.4
Current Religious Preference				
Baptist	---%	13.0%	---%	9.4%
Congregational (U.C.C.)	---	1.9	---	1.8
Eastern Orthodox	---	0.7	---	0.8
Episcopal	---	3.2	---	2.6
Jewish	3.6	4.0	1.8	3.8
Latter Day Saints (Mormon)	---	0.2	---	0.2
Lutheran	---	5.5	---	5.0
Methodist	---	10.3	---	9.1
Muslin	---	0.2	---	0.2
Presbyterian	---	5.8	---	5.2
Quaker (Society of Friends)	---	0.2	---	0.2
Roman Catholic	34.8	37.5	40.0	47.0
Seventh Day Adventist	---	0.4	---	0.2
Unitarian-Universalist	---	0.3	---	0.2
Other Protestant	---	5.5	---	4.3
Other Religion	9.4	3.7	10.0	3.4
None	2.3	7.6	2.4	6.6
Protestant	49.8	---	45.8	---

American Freshman
American Council On Education

Fall 1971 and 1978
(continued)

Question	All Institutions		Two Year Public	
	1971	1978	1971	78
Reason Noted as Very Important in Deciding to go to College				
parents wanted me to go	22.9%	28.6%	21.9%	27.1%
could not find a job	---	4.4	---	6.3
get away from home	---	7.8	---	5.8
get a better job	73.8	75.4	80.3	79.5
gain general education	59.5	68.3	53.6	62.3
improve reading study skills	22.2	37.7	23.7	35.6
nothing better to do	2.2	1.8	2.2	1.8
become a more cultured person	28.9	34.0	26.7	29.4
make more money	49.9	60.4	59.3	65.2
learn more about things	68.8	74.0	66.2	71.1
meet new and interesting people	45.1	56.6	39.6	48.9
prepare for graduate school	34.5	44.2	33.1	38.0
contribute more to my community	18.7	---	15.8	---
Reason Noted as Very Important in Selecting this College				
relatives wanted me to come here	7.8%	5.8%	8.0%	5.6%
teacher advised me	---	3.9	---	3.8
has a good academic reputation	36.1	50.7	26.9	37.2
offered financial assistance	---	14.5	---	9.8
not accepted anywhere else	3.1	2.7	3.8	3.9
advice of someone who attended	15.7	13.9	15.3	12.5
offers special educ. programs	32.6	25.8	31.9	23.7
has low tuition	18.8	16.8	28.0	22.5
advice of guidance counselor	7.2	7.6	9.2	9.2
wanted to live at home	12.2	10.0	21.2	16.0
friend suggested attending	4.5	6.6	6.2	6.1
college representative re- cruited me	---	4.2	---	2.1
Will need remedial work in				
English	16.3%	14.0%	18.5%	15.5%
Reading	10.3	8.1	11.2	9.0
Mathematics	36.0	24.9	37.3	26.2
Social Studies	3.8	4.0	4.4	4.2
Science	21.0	12.9	18.4	12.3
Foreign Language	20.8	14.2	16.3	12.5

American Freshman
American Council On Education

Fall 1971 and 1978
(continued)

Question	All Institutions		Two Year Public	
	1971	1978	1971	1978
Highest Degree Planned (Anywhere)				
None	6.5%	2.2%	11.3%	3.7%
Associate (or equivalent)	10.2	7.7	24.5	19.9
Bachelor's (BA, BS)	37.5	37.2	32.6	41.1
Master's (MA, MS)	25.9	30.1	17.2	22.9
PhD. or EdD.	7.6	8.9	3.4	4.3
MD, DO, DDS, or DVM	4.9	6.6	2.7	2.9
LLB or JD (law)	3.6	4.5	1.8	1.6
BD or M.Div. (divinity)	0.3	0.4	0.2	0.3
other	3.5	2.4	6.3	3.3
Miles from home to College				
5 or less	11.4%	10.0%	19.3%	15.2%
6 - 10	11.8	12.0	19.3	19.4
11 - 50	26.8	26.5	37.6	35.2
51 - 100	14.6	15.0	11.4	11.7
101 - 500	27.7	28.1	11.4	17.1
more than 500	7.7	8.3	1.1	1.4
Activities engaged in by students during the past year				
played musical instrument	37.7%	43.9%	31.9%	37.2%
attended religious service	86.0	85.5	83.2	81.0
smoked cigarettes	14.9	13.9	18.4	19.3
took vitamins	58.8	58.8	56.3	56.0
participated in demonstrations	31.5	16.8	27.7	16.9
took tranquilizing pill	6.2	5.1	6.1	5.0
wore glasses or contact lens	---	46.3	---	44.7
attended public recital - concert	---	81.6	---	76.9
took sleeping pills	4.3	2.9	4.3	2.6
jogged	---	24.9	---	20.0
stayed up all night	59.9	67.0	58.7	65.6
drank beer	60.6	73.2	65.4	77.0
worked in political campaign	13.0	8.9	8.8	5.9

American Freshman
American Council On Education

Fall 1971 and 1978
(continued)

Question	All Institutions		Two Year Public	
	1971	1978	1971	1978
Concern about Financing College				
no concern	33.9%	34.6%	36.8%	35.1%
some concern	55.6	50.6	54.5	51.6
major concern	10.4	14.8	8.7	13.2
Sources for Educational Expenses				
Parental Aid				
None	---	28.2%	---	37.6%
\$1 - \$499	---	20.3	---	26.3
\$500 - \$999	---	11.4	---	12.7
\$1,000 - \$1,499	---	8.9	---	8.4
\$1,500 - \$2,000	---	8.1	---	5.2
Over \$2,000	---	23.0	---	9.8
Part-time Employment				
None	---	75.1%	---	70.0%
\$1 - \$499	---	18.1	---	22.4
\$500 - \$999	---	4.7	---	5.1
\$1,000 - \$1,499	---	1.3	---	1.6
\$1,500 - \$2,000	---	0.4	---	0.5
Over \$2,000	---	0.4	---	0.5

American Freshman
American Council On Education

Fall 1971 and 1978
(continued)

Question	All Institutions		Two Year Public	
	1971	1978	1971	1978
Students Estimate Chances Are Very Good That They Will				
change major field	12.5%	12.2%	8.0%	7.5%
change career choice	12.9	11.9	8.5	7.5
fail one of more courses	2.1	1.6	1.9	1.4
graduate with honors	4.7	11.4	3.4	8.8
be elected to student office	1.4	2.5	1.1	1.7
get a job to pay col. expenses	---%	41.1%	---%	39.9%
join a social frat. or sorority	14.1	17.9	10.0	11.8
live in a coeducational dorm	---	25.6	---	19.8
be elected to an honor society	3.1	7.4	1.7	4.3
make at least a 'B' average	23.6	41.4	18.9	36.7
need extra time to get degree	3.8%	4.6%	4.3%	4.6%
need tutoring in some courses	6.0	9.2	4.2	7.6
work at outside job	33.2	23.4	40.3	29.3
seek vocational counseling	11.4	6.9	9.2	5.2
seek individual counseling	6.3	4.3	4.6	3.3
get a bachelor's degree	---%	64.7%	---%	42.7%
participate in student protest	---	3.1	---	2.5
drop out temporarily	1.4	1.2	1.1	1.1
drop out permanently	0.8	0.8	0.8	0.9
transfer to another college	11.4	10.9	12.8	12.0
be satisfied with college	57.0%	55.5%	55.2%	50.9%
find a job in preferred field	---	67.4	---	66.1
marry while in college	8.4	4.8	7.8	3.8
marry within a year after col.	19.8	15.2	17.8	13.3
vote in 1972 Pres. Election	76.1	---	71.1	---
enlist in Armed Serv. before grad.	1.9%	---%	1.1%	---%
author a published article	3.8	---	2.4	---
be more successful than most	8.7	---	8.8	---
enroll in honors course	5.7	---	2.5	---

American Freshman
American Council On Education

Fall 1971 and 1978
(continued)

Question	All Institutions		Two Year Public	
	1971	1978	1971	1978
Objectives Considered to be Essential or Very Important				
achieve in a performing art	11.9%	12.8%	9.4%	10.0%
be an authority in my field	60.0	72.6	58.6	68.8
obtain recog. from colleagues	37.3	50.3	35.7	46.7
influence political structure	14.1	14.6	11.1	10.8
influence social values	28.0	31.1	24.3	27.4
raise a family	60.2%	61.8%	60.2%	60.7%
have admin. responsibility	19.7	35.6	22.2	36.0
help other in difficulty	62.7	65.5	59.5	61.3
theoretical contribu to science	9.0	14.5	7.2	12.5
write original works	13.2	12.7	10.0	9.5
create artistic work	15.4%	14.1%	13.4%	12.5%
be successful in my own business	41.9	47.9	47.3	50.1
be involved in environ. cleanup	42.9	27.5	40.9	26.9
develop philosophy of life	68.1	56.5	60.4	49.2
participate in community action	25.9	26.7	22.9	21.7
promote racial understanding	---%	33.8%	---%	27.6%
keep up with political affairs	42.8	36.6	36.5	27.5
be very well off financially	40.1	59.7	45.4	62.2
have a social life	55.0	---	56.4	---
have friends different from me	60.4	---	58.3	---
be an expert in finance	13.5%	---%	16.3%	---%
participate in Peace Corps/Vista	16.2	---	14.2	---
become a community leader	13.3	---	10.8	---
never be obligated to people	21.3	---	22.5	---

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 25 1979

C. HOUSE FOR
JUNIOR COLLEGES

American Freshman
American Council On Education

Fall 1971 and 1978
(continued)

Question	All Institutions		Two Year Public	
	1971	1978	1971	1978
Agree Strongly or Somewhat				
Gov't not controlling pollution	90.5%	81.5%	88.9%	80.9%
Gov't not protecting consumer	76.6	73.1	75.2	74.5
Fed. gov't discourage energy use	---	81.9	---	80.6
too many rights for criminals	48.1	65.4	51.5	67.0
need money to solve urban problems	---	48.5	---	50.8
not obey laws against own views	---%	32.2%	---	33.5%
should abolish death penalty	57.6	32.6	53.1	31.1
need national health care plan	---	60.7	---	65.6
energy shortage cause depression	---	81.1	---	80.9
abortion should be legalized	---	56.7	---	57.9
grading in high school too easy	---%	63.7%	---%	59.2%
women's activities best in home	42.2	27.3	47.9	30.0
live together before marriage	---	45.8	---	51.8
discourage large families	68.5	47.8	64.3	46.1
should liberalize divorce laws	---	48.6	---	53.1
sex OK if people like each other	---%	48.6%	---%	53.6%
women should get job equality	87.8	92.7	84.9	91.3
wealthy should pay more taxes	---	73.4	---	76.1
marijuana should be legalized	38.7	49.5	35.8	53.6
busing OK to achieve balance	---	41.5	---	47.0
prohibit homosexual relations	---%	46.3%	---%	48.7%
col. regulate students off campus	13.8	14.5	14.3	15.8
students help evaluate faculty	76.0	72.3	73.4	70.5
abolish college grades	42.6	15.9	40.6	17.4
de-emphasize organized sports	26.0	26.6	25.7	26.6
regulate student publications	32.5%	35.9%	38.5%	40.5%
college has right to ban speaker	27.8	25.1	31.8	27.1
pref. treatment for disadvantaged	40.1	35.5	43.7	39.2
adopt open admissions at pub. col.	37.2	32.2	47.8	39.7
use same degree standard for all	77.5	77.8	77.8	76.9
Gov't not desegregating quickly	51.7%	---%	52.7%	---%
barely communicate with parents	18.6	---	20.7	---
all should get Col. opportunity	68.5	---	77.6	---
can do little to change society	42.9	---	44.9	---
benefit of college is monetary	59.2	---	69.7	---
Col. too lax. on student protest	46.5	---	50.5	---